DOCUMENT RESUME

ED 138 392 RC 009 845

AUTHOR Cichy, Boguslaw, Ed.; And Others
TITLE An Open School in the Country.
INSTITUTION Ministry of Education, Warsaw (Poland).
PUB DATE 76
NOTE 33p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Change Agents; Community Education; Community Resources; Continuous Learning; Demography; *Development; *Educational Alternatives; Foreign Countries; Humanistic Education; Interdisciplinary Approach; *Models; National Norms; Open Education; Organization; *Rural Areas; *School Role
IDENTIFIERS *Poland

ABSTRACT

Describing Poland's 1978 educational model based on what is termed the "open school" concept (a concept similar to what is known in the U.S. as community education), this document presents: (1) Data on the Polish People's Republic; (2) The Concept of an Open School; (3) The Role of School in the Transformation of the Rural Community and Principles of the Organization of School in the Country; (4) Education in the District Collective School; and (5) Statistical Data (demographic). Major components of Poland's open school concept are identified as: a purposeful local educational environment involving the entire community; education coordinated with social reality; participation of community specialists in the planning and implementation of classroom procedures; the school functioning as a change agent to improve the general educational level of the community; modernization of education in the home; the school functioning as the coordinator of a national, uniform educational front; education perceived as a life-long endeavor; and continuous, ongoing teacher training. The new model of pedagogical culture is described as being built upon an interdisciplinary approach that incorporates emotional development and acknowledges the importance of education as "the unreserved rights of children to education equal to their abilities". (JC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

rec 25-05-77

ED138392

POLISH COMMITTEE FOR UNESCO
INSTITUT OF PEDAGOGICAL RESEARCH
MINISTRY OF EDUCATION
IN POLISH PEOPLE'S REPUBLIC

AN OPEN SCHOOL IN THE COUNTRY

WARSAW 1976

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

R000945

Authors of the Elaboration:
Bogusław Cichy — Editor-in-Chief of the periodical District Collective School
Franciszek Krysiak — Member of the Educational Commission of the Polish Committee for UNESCO
Jaromir Ochęduszko — Secretary General of the Polish Committee for UNESCO
Roman Pietrzak — Member of the staff of the Ministry of Education
Dr Mirosław Szymański — Head of Section in the Institute for Educational Research
Prof. Dr Tadeusz Wiloch — Head of Section in the Institute for Research on Youth
Dr Mikołaj Winiarski — Head of the Department in the Institute for Research on Youth
Prof. Dr Jerzy Wołczyk — Member of the Preasidium of the Polish Committee for UNESCO

The purpose of the publication which we are hereby offering the readers is to present Polish assumptions and experiences in the field of organizing education in the country. In the socialist system of education, school is a central institution, now facing new tasks, which is, first of all, a close cooperation with extra-school environment, in the implementation of the educational programme. In other words, school should seek accomplishment of its didactic--educational targets in treatment of the family, social organizations and other institutions as factors which form, cooperate, accelerate and control education. Such an idea of integral education is to be realized by an environmental school, in Poland also known as an open school. The below publication presents the assumptions of the school and its didactic and educational values.

The Polish Committee for the UNESCO and the Institute for Educational Research of the Ministry of Education of the Polish People's Republic have considered publication of this brochure to be advisable for a number of reasons. This elaboration is meant to be our contribution to the UNESCO programme in the field of innovations and research on development of education in rural areas. We also think that assumptions and experiences of the collective rural school presented to the educators of the international forum may contribute to the modernization of a didactic-educational process in the country. The present publication is addressed not only to the developed countries but also to the developing ones.

We do not claim that the proposed idea of environmental school is acceptable in all countries, we hope though, that our argumentation and conclusions converge with efforts of many countries seeking a new school type.

Such a school extending beyond the traditional school set-up would be more likely to produce a broadly educated man able to

cope with the requirements of the modern epoch. We hope that this publication will serve as a basis of a broad discussion, will bring to attention the difficult and complex programme which is faced by educational systems of all countries, regardless of the stage of their development and that it will enable the educational authorities to realize their responsible tasks better and quicker.

DATA ABOUT THE POLISH PEOPLE'S REPUBLIC

Poland is a country which has adopted the socialist system. Social and economic development is subjected to planning. The past thirty years brought fundamental socio-economic changes. Poland has not only undergone a social revolution in the process of creating and establishing the foundations of the socialist system, but also an industrial revolution of its kind which transformed an agricultural, economically underdeveloped country into a modern industrial state. At present Poland can boast of about 55 thousand state-owned industrial works employing a total of about 5 million people. Equipped with modern machinery those plants account for the exceptionally dynamic development of industrial production.

Poland comes 10th in the world's electric power production, 4th in coal-mining, 10th in steel production, 9th in that of copper and cement and 2nd in manufacturing of fishing vessels.

Agriculture in People's Poland appears in two socio-economic systems: individual farms accounting at present for nearly 80,7 per cent of the land under cultivation and socialized agriculture which consists of state farms (17,3% of cultivated land), and agricultural cooperatives (1,4% of cultivated land). Both systems cooperate in their production and are included in the general scheme of planned economics — the socialized farming in a direct way, the individual one — indirectly. The whole country population is covered by the National Health Service.

The educational system which functions in People's Poland came into being in difficult postwar conditions, in the course of removing wartime destructions, carrying out important social reforms and bringing to life a programme of socialist construction. Our country started its peaceful existence with nearly 3 mln illiterate citizens. (Illiteracy as a social problem was subsequently liquidated in People's Poland). The school network was devastated

(as a result of war and occupation above 60% of social objects was destroyed). Organization and development of education in Poland are based on several principles: free and secular schooling, organizational and curricular unity, universal education, equal access to schools of various types (regardless of social origin, nationality, sex and religion of students), and comprehensive character of schools.

The system covers: pre-school education, general and vocational schooling (on elementary and secondary level); higher education (89 higher educational establishments) and other forms of educational activity. Kindergarten schooling embraces children aged from 3 to 6.

The basis of the educational system in Poland is an eight-grade primary school, both universal and obligatory. During the last few years the primary schooling in the country has undergone significant changes. In order to ensure a favourable start towards further education for the country children everyone carrying a purposeful educational activity should get to know the environment in which his pupils live and which stimulates their various experiences, and also the influence of those experiences on forming attitudes of children and young people. Formation of wide and deep connections between a school and environment is an inevitable and objective process conditioning the realization of a contemporary educational ideal. This ideal consists in preparing for life and developing a man who will possess deep and broad knowledge, be ideologically committed and have an adequate number of skills which will enable him to bring the acquired knowledge into practice. Such connections existing, it becomes possible to prepare a man who will have the ability and will to participate in changing social reality and construction of a developed socialist society. Against this background arises the need for a school cooperating with the environment in all the aspects of its activity. We can call such a school interchangeably 'an open school'. The significance of an open school has been emphasized also by the First Secretary of the Central Committee of the Polish United Workers' Party, Comerade Edward Gierek, at the 7th Congress of our Party. A school should be open to everything new and valuable, absorb pedagogical novelties, effectively influence the local environment in which it

works, in order to transform it and gradually become a centre of successful educational impact.

What is then the idea of an open school?

Firstly, its fundamental goal is, doubtlessly, to form and organize a properly functioning educational environment. This role is of particular significance, since it is the school which promotes an all-round development of children and youth, a network of district collective schools is being organized. Those schools help to create appropriate conditions for realization of the eight-grade primary school program on much higher level.

A secondary school provides full secondary education. The main purpose here is to prepare the pupils for higher studies. Vocational schooling is the essential source of qualified secondary school level staff for the national economy. Trade schools provide education for a great number of adolescents — 75% of primary school leavers. Extensive and versatile facilities for special education is worth mentioning when discussing Polish educational system. It plays an outstanding role in preparation of physically and mentally handicapped children for work and life in society.

Dynamic development of People's Poland and prospects of creating a socialist society along with scientific, cultural and technical progress, have given rise to a need for reform of a present educational system. A basis for the future system will be a ten-grade universal secondary school, the same in the city and in the country. Introduction of the new educational model will begin in 1978.

THE CONCEPT OF AN OPEN SCHOOL

School and its work in the community is is a central problem in the contemporary world. There is no doubt at present that educational activity is closely connected with social and cultural environments. In both of them one should seek the main source of stimuli evoking in a man definite psychic emotions. Therefore, if this development and growing into society are to come off in a proper way, if children are to become clever, enlightened citizens of the Polish People's Republic, it is imperative to transform the

social environment into educating one. It has been proved as well that where the locac community satisfactorily fulfils its educational functions, negative behaviours among children and adolescents are less often observed there is also a smaller number of diverse deviation phenomena. In this connection, the main goal of an open school lies in developing that urge for purposeful educating activity in a local environment and in inculcating methods for such activity. An open school should also raise the standard of culture, especially the pedagogical culture, in the environment, speeding up the process of its transformation into purposefully functioning educating environment.

Secondly, it is already known that binding a school with social reality facilitates social maturing of a child. A major difference between the didactic and educational system of an open school and the corresponding system of traditional schools functioning on closed terms lies on one side in the utilization of the child's social experience and on the other — in such stimulating of its development so that it would gain new experience, thus enabling the school to achieve the assumed didactic and educational goals. This demands the revaluation of the teacher's and the whole school's working methods. Since a child beginning school education enters the school with a certain amount of his own experience, each teacher ought to learn about this experience and later prepare a suitable programme which would ensure gaining a new experience. On such basis it will be possible to build individual levels of abstract knowledge.

This point of view when regarding the didactic-educational process at school, requires also the participation in lessons and extra-school occupations, of various specialists, non-teachers. In many school districts a variety of specialists recruiting from among the parents are invited to lecture outside lesson hours. It seems that experience of these schools should be expanded. There is no obstacle to let various specialists working in fields connected with particular subjects of the school programme participate in the lessons, inspiring and supervising role of the teacher provided. The whole system of extra-lesson work should be based on possibly the widest, depending on local conditions, participation of those specialists recruited from among parents, patronage committees of

factories or other enterprises sponsoring the given school, as well as other environments and institutions.

The third important item which should be emphasized when characterizing the open school is its function as a factor changing local environment. The open school realizes this function by putting to work the forces already existing in the environment. In the country the activity of an open school will be to promote progres. This involves a further problem of what kind of equipment should the teacher working in the school of this type possess.

A school in the city faces another significant goal connected with transformation of the environment. Since at the first stage of the formation of a housing development in the city, we are usually faced with the problem of anonymity, the public opinion, which plays a substantial, vital part, in the process of socialization and education is not functioning there yet. It is for the school working in the new community to integrate inhabitants of developing settlements and as a result, bring about the situation in which the public opinion, educationally positive, begins to work.

Fourthly one of the important factors which lets the youth acquire both solid learning, useful skills and fine manners, is participation of the whole society in the educational process. The school, although it remains the main link in this process, will not optimally fulfil its purpose without active participation of other institutions and the whole local community. As concern for the new generations is universal now, interests of school and those of society show greater convergence than ever. The society should be informed about the existence of these common interests, since this stimulates motives for cooperation with the school. This is why dissemination of broadly understood pedagogical culture is a condition upon which the local community can become the educating community. Speaking about pedagogical culture we often identify it with pedagogical knowledge, i.e. with the so-called pedagogization of parents. These are not explicit ideas, though. Under the term of pedagogical culture we understand not only the popularization of pedagogical knowledge, but also involvement in the educational activity of social circles, particularly parents. The society's participation in education and general care is of immense

significance to the rise of the standard of pedagogical culture. This work may and ought to be initiated and carried on by the school until other social organizations are able to take over the task.

Introducing into the school curriculum of a new subject — preparation for life in the family, repeatedly postulated by educators in our history of education, we wanted our future school graduates enter life with a certain readiness for performing parental duties. We do realize, however, that this preparation ought to take place in the child's family, first of all, and that the school bringing up the subject plays only a secondary role.

This is only a first step leading up to wider activities. It is often the case in families that parents face situations they cannot cope with and are helpless not finding sufficient assistance either in family counselling centres or at school. This helplessness results often from the fact that parents understand upbringing of children in the way they have learned intuitively from their fathers or grandfathers. We are gradually changing this situation and will continue to do so. We endeavour to introduce the subject 'preparation for life in the family' in all the first year curriculi of high and vocational schools, and also for the institutions of pre-school education to become, apart from their fundamental work, centres of pedagogical knowledge for parents as well. This is the first stage giving the school system an open character. It consists in the fact that particular links of this system make effort in order to ensure not only the general education for the pupils, but also pedagogical education for their parents. Most responsive to this activity are parents with children of the pre-school age. If the work with parents begins later, when their children are older, the effects are much harder to come by.

As the fifth point: if we aim at creating an effective educational system, we cannot limit ourselves to modernizing only the leading link of the system which is the school. Home, because of the strength of its emotional impact, is the most essential educational environment. It is at home where the child develops the whole system of evaluation and the attitude towards the world. Therefore, home cannot be an environment indifferent to society. The more so, since the valuation system which has formed there is a result of influences of the whole society.

How, then, can the effect of the global society on the family be increased so that the valuation system formed there would correspond with an ideal and purpose of the socialist education? This is a problem of interest for school, mass media, youth organizations and other educational institutions. And finally, the most vital problem — how to act so that whilst realizing the spontaneous education in the family manage to avoid depriving it of such substantial emotional factors?

Modernization of education in the family is — apart from the school reform — the key problem of the contemporary world. We shall not achieve any greater results until we solve the problem of education in the family. Any initiative in that matter, any experience tending to cooperation of pedagogical centres with the family in the sphere of education, are certainly of great value. The goal of the open school consists here in that it can and ought to bind itself widely with home environment in order to implant those qualities it promotes among its pupils.

The sixth problem is the coordination role of an open school. The point is not to burden the school with additional duties, but to entrust it with coordination task which is justified by reasons given in the introduction to the present publication.

It is the school; as an important factor of the fulfilment of party and state educational policy that should be the coordinator of the uniform educational front.

As point number seven we have to be aware that, as far as education is concerned, we are entering a new epoch. The epoch in which one of the main requirements will be life-long education, a must imposed by the constantly increasing tempo of the development of civilisation. As a result, every man, regardless of his profession and occupation will be forced more than ever before to perpetually replenish his knowledge in order to keep up a pace with the progress of science and technology. This need, already perceptible, will become even more pressing. That is way the central problem arising in the course of all international sessions is the issue of the life-long education.

To be able to learn permanently one has to accept the want for such education, as well as to possess qualifications making is possible for him to study all his life long. Such a positive attitude to-

wards an idea of constant learning and a set of necessary qualifications can and should be acquired during the first stage of school education (in our instance, the primary school). Therefore, the role of school is not only to satisfy the thirst for knowledge, but also to arouse it and point to the means of its being satisfied by using extra-school sources.

The open school requires adequately prepared teachers. In the process of preparation and improvement of the teaching staff both the higher teacher training colleges as well as our system of in-service raising of teachers' qualifications should in the first place provide the teacher with much better than heretofore knowledge of educational environments and methods of diagnosing and organizing those environments. The knowledge should be accompanied by practice so that the teacher would be prepared both theoretically and empirically to make the diagnosis of various, complicated, environmentally conditioned, needs, and was able to organize properly functioning educational environment.

ROLE OF A SCHOOL IN THE TRANSFORMATION OF THE COUNTRY AND PRINCIPLES OF ORGANIZING COUNTRY SCHOOLS

Contemporary stage of agricultural development and general phenomena in the life of the country result in the urgent need for incomparably higher level of knowledge and culture than this now found in the country. Introduction and employment of new farming techniques, need for higher crops, increasing participation of country population in various forms of social activity, cultural changes in the country — all demand from the new generation not only a full knowledge of eight-grade school programme, but also comparatively rapid transition towards universal high school education. The intensive agricultural development programme and its realization depend equally on satisfying the village demands for mechanization and chemization, as well as on the development of country administration. To achieve this, it is imperative to popularize and raise the standard of agricultural and general education. The goals in the field of development of agricultural econom-

ics on one hand and a general standard of culture and professional preparation of country population on the other, are still wide apart. This disproportion can be overcome only on the way of development and improvement of schooling and intensification of educational processes.

Modernization and raising the effectiveness of learning at country schools are of a great social significance, outgrowing the direct scope of country and agricultural demands. The country population in Poland accounts for 45.4 per cent of the total population, but considering the larger number of children in country families as compared with the situation in towns, the majority of primary school pupils come from villages. In 1974, of the entire population of children aged from 5 to 9, country children constituted 51,9 per cent and among children in 10—14 age group — 52,8 per cent, respectively. After having acquired secondary school certificates and professional qualifications many of them will move to cities. If we consider the careers of girls and boys remaining in the city, we shall find that the majority of them will work out of agriculture.

The school system which functioned until 1939 was unjust, openly unfair toward country population. Principles of this system were abolished in the first decisions of educational authorities in People's Poland.

During the 30 years of People's Poland enormous development of education has taken place. In comparison with the last pre-war year we now have over twenty times more kindergartens, six times more vocational schools, while there has been a triple increase in the number of universities and other higher schools.

The post-war achievements of People's Poland in the field of education are a result of widely spread infrastructure which has been built up nearly from the very basis. Over the past 30 years 15 thousand schools and other educational centres have been built of the state funds and about 2,5 thousand schools and boarding schools out of social means. Above 600 thousand teachers are employed in all the educational establishments many of them having acquired their degrees already in People's Poland. Students are aided by the state in various ways, such as money grants, board and accommodation in boarding schools and students' hostels,

transportation to schools and facilities for the development of their individual talents and interests in the course of extra-lessons and outside-school activities.

Difficulties arising in modernization of the educational scheme prove that they cannot be overcome by a mere change of intra-school factors without major alterations of the very structure and functioning of schools. Among the problems of the greatest importance we have to name in the first place an unsuitable location of the country schools resulting in their excessive territorial dispersion.

Teaching pupils in small schools is very expensive and the results unsatisfactory. It is hard to provide a tiny school with proper material and staff conditions necessary for realization of its didactic and educational tasks. The school which has not an adequate teaching staff and equipment at its disposal is not able to influence the environment, often passively adpoting itself to the local conditions and at times even increasing existing shortcomings. For many a year now Polish specialists in organizing education have been emphasizing the need for definite reconstruction of the school network in the country involving the liquidation of excessively small schools and creating such schools which would provide the country youth with learning opportunities equal to those available in the cities.

Realization of this idea is not easy in Polish rural areas since the settlement network is not favourable. The National Census of 1970 revealed that 42,9% of villages numbered below 200 inhabitants. In certain voivodships there were and still are many settlements of this kind. In view of such dispersion, transporting children to and from school is costly and hard to organize. It also requires an extra effort to ensure appropriate transport conditions.

Collective district schools which have been in existence from 1972 on appear to be a new organizational form of schooling and education of children and adolescents in the country. This new type of school is aimed at offering the best possible conditions for satisfactory fulfilment of eight-grade primary school programme and development of other schools and cultural and educational institutions in the country. The collective district school is properly organized and coordinated system of schools and extra-school in-

stitutions carrying out educational activity. It is usually situated in the locality which is a seat of district authorities and where the office of the district schools principal finds itself.

The district collective school system includes kindergartens, elementary schools and their branches, basic (non-full) vocational and agricultural schools, also general education and vocational secondary level (full) schools.

The district collective schools vary in size, organizational structure and functional solutions. The choice of organizational variant and its introduction is being adapted to local conditions and the school is supervised by the district schools principal.

The Polish Ministry of Education has defined the following tasks of the district collective schools:

— to ensure the children versatile education based on the realization of the 8-grade school programme,

— intensification of pedagogical care over children of preschool age,

— organizing special education for pupils with minor handicaps and deviations from normal development; helping retarded children to complete primary school offering them simultaneously vocational training,

— organizing pupils' free time — with active participation of their parents. Preference is given to promotion of physical culture, sport and cultural and artistic activities,

— organizing, according to the needs and possibilities, of the education at secondary — both universal and vocational — level,

— popularization of life-long education idea; raising of adults' general and pedagogical culture, as well as improving their qualifications.

The district collective schools are independent administrative and budget bodies, solving financial problems for all the schools and educational institutions located in the district.

The collective school houses a central school library which has its subsidiaries in all the affiliated centres. Owing to that, specially chosen book collections and sets of school literature can be interchanged between all the schools in the district. Specialized laboratories and didactic equipment should be supplied and distributed in such a way as to facilitate their full utilization by teachers

lecturing in the collective school, its affiliates and subsidiaries, and to enable the interchange of ready sets of equipment, indispensable in the realization of specific topics of the programme.

The district collective school comes under management of the district schools prinicipal, who is superior to all the teachers and other administration-auxiliary employees in the schools of the district. The teachers working in the district collective school and its affiliates are members of one pedagogical council, of subject self-education teams and political and social organizations. The number of highly qualified teachers on the teaching staff is steadily growing — a guarantee of competent teaching and upbringing. Teachers of the collective schools lecture on some subjects in affiliated schools and teachers from the latter — in collective schools. In this way qualifications of all teachers can be rationally used.

Before the district collective schools came into being on a larger scale 12 experimental schools had been established in the school year 1972/73. Resulting experience and also discussions in educational circles allowed to elaborate the concept of the organizational program for the collective district schools and get ready the appropriate material, technological and staff conditions for those teaching establishments.

In years that followed, the idea of the district collective school was being satisfactorily implemented. In the school-year 1973/74 723 schools of this kind were already working. By the year 1974/75 the number increased to 1226 schools and in 1974/76 — to 1512. Thanks to that the collective schools cover with their activity 64,5% of all districts and about 65% of the total number of children attending the elementary schools. It is anticipated that by the school year 1979/80 the district collective schools will be organized in all districts.

Many new kindergartens and pre-school clubs came into being under the collective school system. They included 80% to 100% of six year olds i.e. one year before they start school obligation. In many district schools were organized compensation groups for children with minor psychophysical handicaps, other for pupils requiring special education and the vocational training forms. Post-primary education of youths has also been considered and introduced.

Creating the collective school network involves the need for transportation to schools and a demand for material aid of various kinds. On the national scale 14,4% of school children commute to schools, 18,5% of them in the country. In the collective schools this index amounts to 20%. Thus nearly every fifth pupil living outside the city travels to school. Percentage of the children benefiting by the organized system of tranpsortation to schools as compared with the total number of commuters ond the national scale amounts to 53%. In the collective schools this figure rises to 59,5%. Expenses connected with the organized conveyance to teaching institutions are covered partly by the state and partly by the parents of the child.

EDUCATION IN THE DISTRICT COLLECTIVE SCHOOL

Elevation of the level of education at school is becoming an imperative if the children and adolescents living in rural areas are to have equal educational and life chances as children of the same age in the city. "This results — as the Minister of Education, Mr Jerzy Kuberski has emphasized — from the fact that if compared with the average teaching effects and possibilities for further studies in the cities — the effects of teaching and also availability of post-primary schools in the country are definitely at a disadvantage" [1].

The district collective school, as the best — in our conditions — organizational form of education in the country, based on the most recent achievements of pedagogical research, ensures higher quality of schooling of the Polish country adolescents. Limits of education and up-bringing are extended in this type of school, its work is prolonged at it includes broader age cathegories. It also performs more functions influencing, among others, the educational environment and a process of young generation's up-bringing.

[1] J. Kuberski: *Aktualne i perspektywiczne problemy polityki oświatowej*. Wyd. II, Warszawa 1974, KiW, s. 135.

Besides, this activity is aimed not only at the children and adolescents of the primary school age (which is the case with the traditional school) but also children of the pre-school age, youth of the post-primary school age and adults. The organizational structure of the collective district school system follows this general tendency.

In the school year 1972/73 the percentage of 6 year old country hildren included by the pre-school educational institutions amounted to 36,1% and already in 1974/75 this figure reached 79,8%. In 1973/74 there were 7292 pupils in the so called vocationalized forms and vocational schools and in the next year already 19 709. Ability to perform so many educational function is one of the colective school's basic values and is also a proof of its superiority to the traditional village school.

According to the demands set up by modern pedagogics the collective school undertakes large scale activities in order to form the educational environment of the area inhabited by the children-the pupils. The activities consist in developing pedagogical culture of the environment, involving the parents, social organizations, cultural institutions and environments of the local works, enterprises etc. in realization of didactic-educational tasks of the school. The letter offers assistance in solving educational problems, inspires the directions of activities of the above mentioned institutions and communities and with their cooperation organizes free-time activities for the local children and adolescents.

Great differentiation and enrichment of the contents, forms and methods of work speak of the high quality of educational process at the collective school. As an open school in the country it refers in its work to children's earlier experiences making of this source a starting point for deepening pupil's knowledge, his skills and habits, also forming a social and moral standard for the new country generation. This principle observed, it involves the use of specific methods of educational influence. They are of visual and practical character, connected with pupils' direct observations of the social, cultural and natural phenomena. Of particular significance are here methods of education through work. The program is greatly enhanced by the knowledge of environment with respect to various aspects of the life of the local community. The following

forms of work are in use: lessons in extra-chool institutions, social work for the benefit of the neighbourhood, organized participation in agricultural works, excursions, participation in community's events and other cultural ventures of the environment.

The principle of individuality in educational process finds increasingly wide expression in the collective district school. Forms and methods of work with pupils are adapted to their predispositions: intelligence, capability, interests and predilections. Whilst the traditional school was concentrated mainly on the forms and methods most suitable for an average student, the new type of school also introduces methods of work which apply to the most intelligent and able children and on the other hand — to the pupils with minor handicaps in psychophysical development. In the first case the groups of individual teaching for the brilliant children are organized, and in the second — compensation forms. The collective school carries also wide activity within hobby and interest groups and circles (of curriculum subjects, of artistic, technical or athletic character), clubs and pupils' organizations and events. Thus the school provides practically unlimited opportunity for individualization and development of pupils' creative zest. Apart from the above mentioned methods of work various forms of educational-vocational counselling for children, parents and teachers are introduced.

Differentiation and enrichment of the contents, forms and methods at collective schools result in the increased activity of children and adolescents in the process of education. The principle of cooperation of pupils and teachers is the leading idea in the work of this type of school. This finds expression first of all in development of pupils' schoolboards, application of such methods which stimulate learning (solving problems, forms of self-control) and organizing extra-lesson activities (hobby and interest groups, events, contests and competition, etc.) We cannot neglect also such forms of activity as pupil's clubs, summer camps, touristic excursions and particularly the youth ideological and educational organizations with the Polish Scauts Association in the first place. Generally speaking we can state that the process of education in the collective school considerably helps to bring out and develop school-children's active attitudes.

Integrity of educational process is a characteristic feature of the collective school. Until now the didactic-educational activity in settlement areas was highly dispersed, which resulted in unsatisfactory final effects and required greater financial investments. The collective school links up all elements of educational and social influence of the district thus unifying it into one body. It sets up concrete tasks for those elements and determines the range of their activities. It sees to the principle of harmonious cooperation of schools, educational institutions and other extra-school environments which exist within the district being observed.

Hitherto made analysis points clearly to the novelty of the character of development and education process offered by the collective school, the high quality of its services being the result of extending them both in respect to the pupils as to the whole environment. Let's see how effectiveness of this educational process looks like.

On the basis of research and analisis of school documentation and the district schools' principals' opinion we are able to state that these schools reveal higher educational attainment than in the case of traditional schools. This is shown in pupils' better command od the teaching curriculum — the expected amount of knowledge, skills and habits.

Tests in the national language, mathematics, physics, chemistry and other subjects done in the collective schools and other schools in the contry speak in favour of the former. Pupils of the collective schools more often participate in subject olimpics, winning high places. The district school directors emphasize that in their schools — as compared with the period preceeding the organization of the collective schools — the index of bad marks decreased several times. There are also fewer drop-outs and cases of grade repetition.

As a result of rapid development of collective schools a distinct improvement of further school chances of country youth has been noted. On the national scale the ration of universality of the post-primary education has grown for the country primary school graduates. Whilst in 1971/72 79,5% of country children continued education after having finished the elementary school, in the school year 1972/73 the percentage increased to 82,5% and in

1974/75 it already amounted to 87,9%. Thus took place a considerable improvement of the situation in the field of universality of post-primary education of country youth.

Considering that also other factors could influence this state of affairs it is worth while reaching to the results of fragmentary pedagogical research which covered several scores of district schools and their graduates chosen at random [2]. The research results point out that in the school year 1974/75 national index of universality of post-primary education, the same for the town and country children (94,1%) was exceeded by 45% of district schools under research. Above 30% of surveyed schools have achieved the index higher then the average for the total number of country schools in Poland (87,9%). Thus over 75% of the collective schools surveyed reached or surpassed the index of universality of post-primary education of rural school' graduates. In the school year 1974/75 the collective schools operated in half of the existing districts. It means the higher quality of education and better preparation of graduates from those schools for continuation of learning — in comparison to the rural non-collective schools.

The district schools have also been noticed to positively influence their graduates in the choice of ways of further education. As a result of more favourable standard of preparation for further schooling the attendance of country youth in secondary schools, technical schools and other vocational high school establishments has grown. In the school year 1972/73 11,3% of country adolescents found their way to secondary schools and in 1974/75 already 12,2% of them. In the same years the percentage of country graduates in technical schools went up from 11,4% to 14,5%. Detailed research indicates that percentage of collective schools' graduates among country children in secondary schools is comparatively high. For about 65% of surveyed collective schools the percentage of graduates admitted to secondary general schools and secondary vocational schools in 1974/75 was higher than the index of universality of secondary education of the total rural elementary school' graduates and amounts to 26,7%.

[2] The research has been carried out by the Section of Organization of Education of the Institute for Pedagogical Research.

The higher level of education in the district schools in comparison to the rest of country schools can be judged as well on the basis of growth of teaching efficiency in the first grades of general secondary schools, technical high schools and the non-full vocational schools. At the end of the 1972/73 4,2% of the 1st year secondary school' pupils were threatened with possibility of repeating the year, in the technical and other secondary vocational schools the percentage was 2,5% and in the non-full vocational schools it amounted to 2,9%. In the school year 1974/75, however, the indices in the same type of schools decreased considerably and showed, respectively: 2,7%, 1,8% and 2,3%.

Universality of post-primary education and teaching effectiveness in the first forms of post-primary schools are conditioned by various objective and subjective factors, the dynamic socio-cultural transformations in our country in particular. Among those factors highly ranks modernization of education in the country — bringing to life the district collective schools. Higher quality of the collective school work shows not only in the field of educating but up-bringing as well. Both teachers and parents unanimously state that the district collective school develops personalities of its pupils more widely, it forms their social attitudes, develops organizational skills, ability to live in a group, independence and greater reliability. These achievements are a result of various educational situations, respecting the principle of co-partnership and self-government, ensuring better conditions for pupils' organizations' work and also of drawing the school-children into the current of social life in the local environment.

The collective school, more than a traditional one participates in satisfying the demand for culture and recreation of the local community and raising of pedagogical culture's standard. This school, no doubt, — as indicate research soundings — inspires and organizes cultural life not only that of school-children but with the cooperation of cultural-education establishment and other institutions — that of the whole district community as well. What with introducing various interest groups of an open character (i.e. available for extra-school), organizing various forms of tourism, sport, events of many kinds, providing an acess to various equipment available, the district school becomes an organizer of child-

ren's, youth's and adults' free time. Many collective schools cultivate and develop regional culture (chambers of regional culture, regional ensambles, school regional museums, etc.) as a part of their activity.

What factors especially promote higher activity of education and upbringing in an open rural school — the collective school?

1° — higher organizational degree of the district school creates better possibility of developement for educational work both on schoolage children, adolescents and adults. The greater number of teachers employed in such a school is also vital. The collective school employs seven and more teachers of various specialities. Thus more favourable conditions arose for better choice of contents, form and method of didactic work and education.

2° — higher standard of teachers' qualifications, higher rate of employment of specialized teachers and creating of a new office of an assistant — collective director for educational problems — all added up to rising of didactic-educational works' level. Much pedagogical research points to the positive dependance of pupils' level of knowledge from the number of specialized teachers in a school — the more teachers with specialization in various subjects a school employs, the higher is the standard of pupils' learning and consequently, better preparation for further schooling or professional work. However, as far as the employment of University-educated teachers — specialists in the collective schools is concerned, the situation is still not completely satisfactory (though much better than in other rural schools, it should improve soon as a result of a widescale campaign involving education and self-education on the higher level and various forms of teachers' in-service self-instruction.

3° — intensification of educational function of a school is also promoted by development of various forms of childcare. In nearly all collective schools club-rooms or part-time boarding centers have been organized, as well as compensation groups to assist people with difficulties in learning and for children with minor handicaps. Full board and part-time board have also been supplied, children's free time taken care of ,with special emphasis on the rational way they spend it in, permanent and systematic medical and dental

care has been ensured, school transportation of a great number of pupils organized.

4° — as a part of a district educational system a school gained considerable support from the extra-school establishments and environments, especially from economic organizations and institutions. Although the distance somewhat impedes development of cooperation with a family, but it doesn't exclude it. As a result of school's intensified activity in the environment it succeeded to win parents' confidence and include them by the way of the district parents' committee in the realization of didactic — educational tasks. Expansion of school's activity (it covers the whole district) and a higher level of organization it now represents created favourable conditions for establishing developing cooperation with cultural institutions and environments of local works. Thus within the range of the collective school came various etxra-school institutions for which the school as a higher organized body of wide educational, cultural and social functions — became definitely more attractive than a traditional country school. Similiarly as in cities a form of patronage sponsorship committees begin to develop. In the number of sponsoring institutions, which extended a lot of help to the collective schools in the carrying out of their educational program are such as, among others: the local industrial establishments, state farms, agricultural circles and cooperative farms.

5° — the infrastructure of the collective school has greatly improved. The research proves that better housing conditions and better supply of school and educational equipment visibly promote better effects of didactic-educational work. In nearly all collective schools the assortment of educational equipment has been enriched, the system of laboratories expanded, sport and recreational equipment modernized and lending-out services of educational equipment organized.

A significant role in developing of the school-local community cooperation plays in Poland a constant dissemination of pedagogical knowledge in the society. This is achieved by realization of a school's rich program of education within the family, by wide-scale work of Universities for parents and popularization of pedagogical theory and interesting experiments by means of radio, TV, film, press and literature.

A new model of pedagogical culture, developing itself and popularized in Poland is based on the following:

— multisided pedagogical, psychological and sociological knowledge and the interdisciplinary achievements of the social science;

— on treatment of the educational function as a vital and important function of life;

— treating the childhood and youth as periods of particularly high value for each man's personality developement;

— high estimation of education and up-bringing of the young generation i.e. preparation for fulfilling of future social functions;

— expressing care for development of emotional bonds and mutual understanding in family relationship and outside-family social relations;

— acknowledgement of unreserved rights of children to education equal to their abilities;

— giving up corporal punishment in favour of proper pedagogical methods, stimulating development and maturing of personality.

This model of pedagogical culture is generally unquestioned not only by the educators but also by the wide circles of Polish society. In the country, however, not all parents and other potential partners of the school in educational cooperation are able, in the course of daily practice, to draw the best conclusions from those accepted principles. Therefore the cooperation of a school with rural environment is based not only on mutual complementation and intensification of the educational influences, but also on the assistance offered to parents in their independent pedagogical activity. Naturally enough, whatever benefits the teachers and other specialists (within the range of pedagogical activity) render to the parents and whole communities, is usually also a guarantee of success in the realization of educational programs. Children, from the very beginning properly brought up at home, enter school with rich experience and shaped educational attitudes, are open to ever-growing influence of the school, extra-school institutions and the whole world they get to know. In Poland the pre-school and etxra-school experience of children, constantly enhanced by broad cultural development of the society is given a great deal of attention. We do not doubt, that the role of the school as an institution which

not only provides knowledge but also is the main link of the complex educational system, is growing. The more partners the school has in educating society, the greater part it should play as an organizer and coordinator of the educational process which takes place everywhere. Deepening of such an universal pedagogical influence became characteristic for the Polish country schools, where progress of civilization creates hitherto unknown opportunities for cooperation of the school with an environment.

Summing up, we can state that the idea of a collective district school successfully passes the best of practice. It is definitely a higher form of organization of education in the country. Its superiority consists mainly in that the greater number of children and adolescents are under supervision of a greater number of specialized teachers, that the teaching is being organized in far better equipped schools which are able to carry out much more effective didactic- educational activity.

Broad development of environmental activity of the schools proves the need for prolongation of the planned educational process, organized by school with participation of other educating environments. It is an attempt to broaden and improve the quality of educational work in which environmental conditioning plays an ever-increasing role. The impact of these conditionings depends largely on the relationship of school and the local environment, possibilities of influencing particular educational environments, especially the family which constitutes the most significant educational millieu.

SOME DATA ABOUT POLAND

Area of the country		312,700 km²
Total population	over	34 mln m
urban population	over	55 per cent
Towns of over 100,000 pupulation		25
Farming population	about	27 per cent
Non-farming population, mostly employed in industry	over	73 per cent
Capital of the country, Warsaw,	over	1,4 mln
inhabitants		

Two-stage administrative division of the country
— voivodiships — 49
— districts — 2365 (as of 31st Dec., 1975).

Table 1

Pre-school education in 1975 in thousands

Specification	Total	Of this in country	Indices columns 3:2
1	2	3	4
Number of pre-school age children (aged 3—6)	2 134,5	1 047,8	49,1
Number of children aged 6	499,4	250,0	50,1
Total number of pre-school educational institutions	24 617	16 807	68,3
Total number of children attending pre-school educational institutions (excluding rural pre-school centres)	942,6	351,3	37,3
In this (above) group children aged 6	444,4	214,3	48,2
Percentage of children covered by pre-school education in relation to the total number of children aged 3—6 (excluding rural preschool centres)	44,2	33,5	×
Percentage of children aged 6 attending kindergartens and kindergarten sections	49,6	36,7	×

Table 2

Organizational Structure of Primary Schools according to the Number of Pupils in the Years 1970—1975

Organizational Structure of Schools	Pupils							
	in absolute figures				in per cents			
	1970	1972	1974	1975	1970	1972	1974	1975
Total number of schools	5 256 970	4 841 323	4 453 433	4 809 823	100,0	100,0	100,0	100,0
of this number:								
1 teacher' schools	138 569	100 545	20 839	10 438	2,6	2,1	0,5	0,3
2 „ „	49 079	28 670	5 727	3 303	0,9	0,6	0,1	0,1
3 „ „	10 598	7 349	5 808	8 923	0,2	0,2	0,1	0,2
4 „ „	191 513	207 347	118 713	94 822	3,7	4,3	2,7	2,2
5 „ „	208 292	204 648	108 723	94 859	4,0	4,2	2,4	2,2
6 „ „	919 423	761 492	493 031	399 198	17,5	15,7	11,1	9,2
7 and more teachers' school	3 739 496	3 531 272	3 700 592	3 698 280	71,1	72,9	83,1	85,8
Total number of rural schools	2 723 225	2 496 981	2 172 417	2 071 446	100,0	100,0	100,0	100,0
of this number:								
1 teacher' school	137 550	100 042	20 743	10 360	5,0	4,0	0,9	0,4
2 „ „	48 503	28 239	5 727	3 303	1,8	1,1	0,3	0,1
3 „ „	9 334	6 397	5 475	8 818	0,3	0,3	0,3	0,4
4 „ „	190 668	206 371	118 183	94 285	7,0	8,3	5,4	4,6
5 „ „	206 720	203 342	107 929	94 041	7,6	8,1	5,0	4,5
6 „ „	909 250	750 516	484 920	391 727	33,5	30,1	22,3	18,9
7 or more teachers' school	1 221 200	1 202 074	1 429 440	1 468 913	44,8	48,1	65,8	71,0

Table 3

Organizational Structure of Primary Schools according to the Number of Teachers in the Years 1970—1975

Organizational structure of schools	Schools							
	in absolute figures				in per cents			
	1970	1972	1974	1975	1970	1972	1974	1975
Total number of schools	26 126	23 796	16 106	14 738	100,0	100,0	100,0	100,0
of this number:								
1 teacher' schools	5 788	4 441	934	488	22,2	18,7	5,8	3,3
2 „ „	1 077	643	135	76	4,1	2,7	0,8	0,5
3 „ „	149	112	95	149	0,6	0,5	0,6	1,0
4 „ „	2 492	2 751	1 550	1 230	9,5	11,6	9,6	8,3
5 „ „	2 009	2 010	1 059	940	7,7	8,4	6,6	6,4
6 „ „	6 280	5 302	3 363	2 727	24,0	22,3	20,9	18,6
7 and moreteacher' schools	8 331	8 537	8 970	9 128	31,9	35,8	55,7	61,9
Rural schools — total number	21 998	19 778	12 222	10 883	100,0	100,0	100,0	100,0
of this number:								
1 teacher' schools	5 749	4 422	931	485	26,1	22,3	7,6	4,4
2 „ „	1 065	634	135	75	4,8	3,2	1,1	0,7
3 „ „	133	99	92	147	0,6	0,6	0,7	1,3
4 „ „	2 481	2 739	1 543	1 223	11,3	13,8	12,7	11,2
5 „ „	1 994	1 997	1 050	932	9,1	10,1	8,6	8,6
6 „ „	6 214	5 228	3 308	2 676	28,3	26,4	27,1	24,6
7 and more teachers' school	4 362	4 659	5 163	5 345	19,8	23,6	42,2	49,2

BIBLIOGRAPHY

Chałasiński J.: *Społeczeństwo i wychowanie.* Warszawa 1969, PWN.

Falski M.: *Fragmenty prac z zakresu oświaty 1945—1972.* „Studia pedagogiczne" vol. XXVII. Wrocław 1973, Zakład Narodowy im. Ossolińskich.

Kawula S.: *Rodzina wiejska a wychowanie.* Toruń 1973, UMK.

Konopnicki J. (edit.): *Zainteresowania, środowisko kulturalne, poziom umysłowy młodzieży.* „Studia Pedagogiczne" vol. XIII. Wrocław 1961 Zakład Narodowy im. Ossolińskich.

Kowalski S. (edit.): *Funkcjonowanie systemu wychowawczego w typowych środowiskach Polski Ludowej.* „Studia Pedagogiczne", vol. XXXII. Wrocław 1974, Zakład Narodowy im. Ossolińskich.

Kowalski S.: *Szkoła w środowisku.* Warszawa 1969, PZWS.

Krawcewicz S.: *Nauczyciel i środowisko. Z badań nad sytuacją i funkcją nauczycieli w środowisku wiejskim.* Warszawa 1978, KiW.

Kuberski J.: *Aktualne problemy polityki oświatowej.* Warszawa 1973, KiW.

Małyjasiak M. Z.: *Integracja środowiska a efekty pracy szkoły.* Bydgoszcz 1964, STN.

Markowska D.: *Rodzina w środowisku wiejskim.* Wrocław 1964, Zakład Narodowy im. Ossolińskich.

Miller R.: *Proces wychowania i jego wyniki.* Warszawa 1966, PZWS.

Muszyński H. (edit.): *System wychowawczy szkoły podstawowej.* Poznań 1970, Wyd. Poznańskie.

Podoski K., Piasecki B.: *Koszty i efekty kształcenia w Polsce.* Warszawa 1971, WSiP.

Szczepański J.: *Refleksje nad oświatą.* Warszawa 1973, PIW.

Szymański M.: *Środowiskowe uwarunkowanie selekcji szkolnej.* Warszawa 1973, PWN.

Trempała E.: *Wychowanie zintegrowane w środowisku szkoły.* Warszawa 1976, WSiP.

Wilgocka-Okoń B.: *Dojrzałość szkolna dzieci a środowisko.* Warszawa 1972, PWN.

Wiloch T.: *Ustrój szkolny.* Warszawa 1973, PWN.

Winiarski M.: *Wychowanie integralne a szkoła środowiskowa.* Warszawa 1975, KiW.

Wincławski W.: *Przemiany środowiska wychowawczego na wsi w rejonie uprzemysłowionym.* Warszawa 1973, PWN.

Wołczyk J.: *Szkoła otwarta.* Warszawa 1976, IW CRZZ.

Wołczyk J.: *Zbiorcza szkoła gminna.* Warszawa 1974 KiW.

Wroczyński R.: *Pedagogika społeczna.* Warszawa 1974, PWN.

The Development of Education in the Polish People's Republic, 1973—1975.
Warszawa 1975, The Ministry of Education.

CONTENTS

Introduction 3
Data on the Polish People's Republic 5
The Concept of an Open School 7
The Role of School in the Transformation of the Rural Community and Principles of the Organization of School in the Country . 12
Education in the District Collective School 17
Statistical Data 27
Bibliography 31

Warszawa 1976
Wydawnictwa Szkolne i Pedagogiczne
Wydanie I. Nakład 500+100 egz.
Arkuszy: wyd. 1,95, druk. 3
Oddano do składania 6.X.1976 r.
Podpisano do druku 13.X.1976 r.
Druk ukończono 15.X.1976 r.
Papier druk. sat. poencyklop. kl III, 80 g 61×86 cm
Zamówienie nr 3616, MOiW-„M"
Drukarnia im. Rewolucji Październikowej, Warszawa. Zam. 1403/76